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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, ASSISTANT EDITOR

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EDITORIALS

"What's That Good For?"

Mary Elizabeth O'Connor tells this story. She was riding in her machine from Boston to her home in Taunton, Mass., one day recently, when she stopped at a farmhouse in Norton, a college town of national interest, to buy some fresh vegetables.

On the seat beside her was her brief case.

"In business, eh?" inquired the farmer.

"Yes," Miss O'Connor said, as she was starting the car.

"What line?" he queried.

"Pedagogy." The motor quivered.

"What's that good for?" She heard him say as the machine got under way. No doubt he is still wondering. He wonders despite the fact that he lives in the same town with Wheaton College, which sends into the world many splendid teachers. What use could anybody make of that strange commodity—"pedagogy"?

What would Miss O'Connor—twelve years principal of one of the best schools in Taunton, or in Massachusetts for that matter; two years president of the Bristol County Teachers' Association, that enrolled 2,200 members under her leadership; who has just earned her master's degree at the hands of Dean Arthur H. Wilde of Boston University—what would she have answered offhand if the car had not helped her out?

What IS pedagogy good for? What gives it a market value? Every psychologist who gives tests and measurements for credit, should be made to answer, without a moment's hesitation and in language which that farmer in the shadow of Wheaton could appreciate, the value of this pedagogy which is Mary Elizabeth O'Connor's stock in trade.

Every taxpayer in the United States is buying pedagogy. Boston University has sold Miss O'Connor a master's degree's worth of it. She sacrificed a year's salary, paid railroad fares, tuition, cost of books, altogether a good round sum for her pedagogy.

What is it good for?

We have been trying our best to fix up an answer that would adequately enlighten that farmer. We are not satisfied with any reply we have been able to formulate.

In our distress we propose to offer a prize of $10 to the reader who will send us the best answer, explaining to a real "dirt farmer" what pedagogy is good for. Answers should be in this office not later than October 1. Now for a great sharpening of wits and pencils; then a dash to the typewriter or inkwell to write the finished answer. It mustn't be any longer than the farmer would listen to. The effort put into the study of this question won't be wasted. The Journal will print the most illuminating answers. Let's go!

Dr. Graves on His Early Trail

The most interesting incident of our most interesting summer was the meeting of the State Commissioner of New York at the University of California, where he was being enjoyed by the thousands of students in the summer session.

That which made the California University incident interesting was the fact that a few days before we had been on his trail at the State University of Wyoming, which he had nursed administratively when it was in swaddling clothes, and he had gone from Laramie to Berkeley this summer by way of the State University of Washington, an institution that he had also nursed administratively in its infancy.

Dr. Frank Pierrepont Graves has the greatest direct educational responsibility of any person in the world, and he has won high honor by the skilful and wise administration of that responsibility. His associates at Albany agreed that their chief was entitled to a real outing, and with Mrs. Graves, he struck the University trail in the Great West.

When he was president of the State University of Wyoming the state had had 10,000 population only a few years, but there were great expectations, and though the entire population is now scarcely 200,000 it has a famous State University, and Dr. Graves addressed an enthusiastic audience in the gymnasium that cost the state half a million dollars, and is the latest word in equipment, is better, indeed, than is any university gymnasium in New York or in the United States.

We suspect there has never been such an occasion as that on which the great official leader of the greatest state in the Union delivered a brilliantly masterful address in an institution over which he had rocked the cradle fondly years before.

Dr. Graves went from Laramie to Seattle and addressed a vast audience in one of the great universities of the world, a university over which he had also presided in its frolicsome youth.

There have been no two such occasions in the life of any other American educator, and there were special reasons why the meeting in Berkeley was of surpassing interest to us.

We had known Professor Graves as a fellow townsman when he was an instructor in Tufts College, and one of our daughters graduated from the Somerville, Massachusetts, High School when Mrs. Graves was her teacher. In the years that have come and gone while Frank Pierrepont Graves has functioned from the Atlantic to the Pacific, from the Rockies back to the Alleghanies, from little states to a mighty Empire state, we have had a prideful thrill of joy as the young man of those early days has become the noble leader of today.

League of Teachers Associations

"League College" of the National League of Teachers Associations held its first annual session this summer at Marquette University, Milwaukee.

The object of the League College is to bring together classroom organization leaders for a study of the problems of classroom teachers and the study of the problems of classroom teacher organizations. It is to be a course in co-operative research and not solely under the guidance of any one person.

Members of the League College will be delegates to the N. E. A. and to the National League of Teachers' Associations conventions who agree, at their own expense, to attend the class at the university chosen. No restriction is placed on membership, any interested organization may send delegates. Credit will be allowed for the League courses.

The university chosen always will be one near the N. E. A. convention, so the League College will move about the country as the convention moves.

This is evidently a well organized plan of classroom teacher co-operation working in and through the National Education Association, the National League of Teachers Associations and the American Federation of Teachers and the United States Bureau of Education.

We are not adequately informed as to the aims, purpose and proposed methods to speak definitely, but anyone interested may receive abundant literature and other information by writing to the secretary of the National League of Teachers Associations, Harriet E. Schofield, 3017 Park Avenue, Minneapolis.

Bates College

Bates College, Maine, Clifton D. Gray, president, has always been a hothouse for the production of schoolmasters. Its board of trustees now makes a record in honoring educators, giving Hon. A. O. Thomas, state commissioner of education, an honorary LL.D., and H. A. Brown, of the Wisconsin State Teachers College of Oshkosh, a doctorate of education.

The really famous achievement of the Wisconsin Normal Schools in becoming State Teachers Colleges under the leadership of President Brown, an alumnus of Bates, made this recognition natural.

The immense success of the World Federation movement under the presidency of Dr. Thomas made the honor to him highly appropriate.

State College for Teachers at Albany

New York State established the first State College for Teachers in the New World at Albany, and it has stayed at the head of the professional procession through all the years, but its leadership has never had quite as distinct a demonstration as at present.

Several years ago when it had to be content with humble accommodations "down town," we had the privilege of making the commencement address. The appreciation had to be confined to the faculty talent and student devotion.

On the fifteenth of June, 1925, we were doubly honored. First, with the opportunity to give the commencement address to one of the classes of college graduates from a State College for Teachers in the United States, and second, to receive from the University of the State of New York at the hands of President A. R. Brubacker of the New York State College for Teachers the honorary degree of Doctor of Pedagogy, but neither of these notable honors impressed us as much as did the noble buildings on the attractive campus, upon which a million dollars have been expended already and to which is to be added at once additional buildings and equipment for which President Brubacker has secured an appropriation of another million dollars.

Everything from president and faculty to alumni and student is on a two-million-dollar basis.

Passing of Cox and Barr

E. Morris Cox and James A. Barr have been prominent among California's educational leaders for a third of a century, and their passing within three months of each other this season was a serious professional loss and a sad personal loss to us.

Mr. Cox, first assistant to Dr. Frederick M. Hunter, superintendent of Oakland, and head of the famous Educational Council of the State Association, was undoubtedly the most important professional unofficial public school leader of the state. His passing was not unexpected, for he was known to be seriously ill for several months.

James A. Barr, business manager of the Sierra Educational News, was the one man in the official family of Secretary Arthur H. Chamberlain of the State Association who had known everybody and everything in California education for a third of a century. As the superintendent of Stockton in the closing decade of the nineteenth century he made that city a leader, if not the leader, in education west of Chicago.

Financially thrifty always, aided by great good fortune in the twentieth century, he devoted himself to educational functioning in a way that no one else could or would. No one can take his place, as no one had the equipment in his life to do what he did or to know what he knew. We personally knew him longer and more intimately than any other school man of California. It was supremely fortunate that Vaughan MacCaughey came to the management of the Sierra Educational News in season to have intimate association with Mr. Barr for a few months.

Sullivan of Alameda

Dennis Joseph Sullivan, one of the best known school men on the Pacific coast, died at his home in San Francisco on June 26. He was for fourteen years superintendent of Alameda and later assistant superintendent of San Francisco, and for several years thereafter was the manager of the American Book Company on the Pacific Coast. He was one of the noble array of really notable men whom Alameda produced.

Will C. Wood, the great leader among state superintendents of education; Charles C. Hughes, who made Sacramento schools among the best in America; Mr. Armstrong, present efficient manager of the American Book Company of the Pacific Coast and the United States Islands of the Pacific Ocean, and Henry Suzzallo, high man among state university presidents, are samples of the men who have gone forth from Alameda, a city of fewer than 30,000 population, and Mr. Sullivan was the genius and master-mind who started the pace that has not slackened with C. J. DuFour.

$200 for a Poem

C. C. Birchard & Company, 221 Columbus avenue, Boston, Mass., offer a prize of $200 for the best text suitable for a musical setting submitted to them before September 1. The poems will be judged according to their merit as poetry and their suitability for use in a cantata. The poem should be from 100 to 150 lines long. Excellence in this type of composition for musical setting requires fairly short lines and varying metrical or rhythmic effects. The theme of the poem might well be youthful and vigorous, embodying the idea of struggle followed by victory. Anyone interested should write promptly to the C. C. Birchard Company for instructions.

Public Schools Week

California's "Public Schools Week" which it is thought was the forerunner of "American Education Week," was a notable success this year, May 11-15. It was organized by the Masonic Lodges of California, but is in no way for the benefit of the fraternity, but solely in the interests of the public schools. Vaughan MacCaughey, assistant editor of the Sierra Educational News, is secretary of the committee on Public Schools Week. All meetings are public and usually are held in public school buildings. The primary objective is to afford the public in general, and the parents of school children in particular, an

opportunity to become informed and advised of the real condition of our public schools with particular reference to some phases of our public school system that have been widely discussed and frequently criticized. The speakers always include not only educators of prominence, but also laymen fully conversant with their subjects and able to present them in such manner as will prove interesting as well as instructive.

There was never a time that called for the avowed loyalty to the public schools of all organizations as much as does the present.

A Vast Horizon

However large the triangle of migrating birds there is only one in the angle of leadership, and in the vast array of eminent men and women it is a notable distinction to be a leader in any phase of functioning. It is this which led the Journal of Education to devote a recent issue, June 25, to the appreciation of the friends of Dr. Homer H. Seerley. There is linear distinction, surface vision and cubical comprehension in human service as in measurement of lines, surfaces and volumes. We have enjoyed estimating the range of service of friends and acquaintances of today as of yesterday, and it is no mere flight of the superlative to say that Dr. John H. Finley has distinction unrivaled in the way in which he has attained world service of young and old in many American fields and in foreign parts, ranging from Boy Scouts in America to devastated homes in Armenia, from Far West to Near East.

The only excuse for this publicity is a study of the *why* Dr. Finley of the New York Times has attained distinction in intensity of efficiency in given lines and in breadth of vision in several directions.

Prize-winning is always success in eliminations. In training for any physical contest there are eliminations and limitations in eating, in drinking, in all phases of indulgences. There is nothing "fit" in any contest that does not represent first of all a conquest, voluntarily or arbitrarily, of the will of the contestant.

It has been our habit of mind to study what prize winners have not done rather than what they have done.

This habit of mind was induced many years ago when riding with a young man who had already attained world distinction in high scholarship in one line of study. It was a most beautiful moonless summer evening. The heavens seemed never to be quite so resplendent, and we called attention to one glorious constellation after another, when he said: "I know nothing of this. The reason I know more than any one else of one thing is because I have wasted no time on other things."

Whenever anyone has attained the distinction of leadership on a broad service horizon, as has Dr. John H. Finley, we instinctively think of the fact that he has avoided all politico-professional rocks, all dead eddies of tradition, all puttering and sputtering of petty discussions, and all tidal waves of personal ambition.

We knew him as a college president, but he refused to be merely an administrator of details; as the editor of a great magazine, but he would not devote his life to trimming editorial sails to every changing breeze; as the head of a great state school system, but he would not let circumstances dictate the problems he would solve.

Luck it may have been, great good fortune it was to the world when the opportunity came for Dr. Finley to use exceptional talent, the fruit of wide experience, the range of unparalleled friendships in extra professional functioning along more lines of human service at home and abroad than have been enjoyed by any other notable leader past or present.

Dr. Zook to Akron University

Another of the twenty University and College presidencies is filled and, as in the case of the University of Wisconsin, no university is disturbed in filling the vacancy.

Dr. George F. Zook of the United States Bureau of Education is to be the president of the University of Akron on September 1. His predecessor, Dr. Samuel P. Capen, was selected for the presidency of the University of Buffalo, and in five years has demonstrated noble academic leadership.

Dr. Zook is a Kansan by birth, and is a graduate of Kansas University. His service in the Federal Bureau has been universally recognized as of high quality.

Akron University offers exceptional opportunity of educational leadership.

International Literary Conference

The State University of Iowa had an International Conference of "Literary Folk" the week of July 20-25. Among those present was the youngest man ever to win the Albert Kahn traveling fellowship, Professor B. Ifor Evans of the University of Manchester, England. Professor Evans has traveled through Asia, Europe, and Africa, interviewing such outstanding political and social leaders as Ghandi, Mussolini, Zaghlul, Pasha, and the Pope. His writings have appeared in many English and American magazines and newspapers, including the Saturday Review and the Christian Science Monitor. "The Gypsies" was to be the topic of Professor Reginald M. Hewitt of University College, Nottingham, England, who has won a number of academic prizes. Other lecturers were Professors Nathaniel E. Griffin of the University of Pennsylvania, George Spohn of St. Olaf's College, Northfield, Minn.; Hardin Craig, John T. Frederick, Frank L. Mott, and Henning Larsen of the University of Iowa.

This was a rare scholastic and academic event for the Middle West.

A Visit to Natchitoches

By L. N. HINES,

President, Indiana State Normal School

It was our privilege recently to pay a visit of two days to the Louisiana State Normal College at Natchitoches. This visit came about through the courtesy and hospitality of President V. L. Roy of that splendid institution. It was a two days' period filled with meetings, addresses, drives through the country-side and, last of all, a most interesting meeting with the Rotary Club of Natchitoches.

The Louisiana State Normal College is entering on its forty-first year. During its existence more than 4,700 students have been graduated from the Normal course and more than 100 have received diplomas as graduates of the four-year college course. During the summer sessions and in other than the regular courses, more than 1,100 additional teachers have received training in State Normal College. A recent statement sent out by the Alumni Association reveals that, excepting the parish of Orleans, the State Normal is furnishing throughout Louisiana more than 57 per cent. of the teaching personnel of that state. The record for service of the Louisiana State Normal College is an honorable one and a credit to President Roy, his assistants and his predecessors in office. Institutions of this type throughout the United States are doing a great work in developing the school systems that they serve.

President Victor L. Roy is a graduate of Louisiana State University in the class of 1890. He has done post-graduate work at Tulane and the University of Chicago. He has been professor of chemistry and physics, and has also served as a parish superintendent. At one time he was a member of the extension faculty of Louisiana State University. He was elected president of Louisiana State Normal College July 1, 1911. During the fourteen years of his service the institution has grown steadily and today holds a high place in the school system of Louisiana and an assured place in the affections of the people of the commonwealth.

The visitor who goes into Louisiana is bound always to learn something that will be of great use to him. The state abounds in interest because of its long history. Situated as it is along and at the mouth of the Mississippi River, Louisiana has for generations been the scene of many stirring events. Romance and legend cluster about its cities and villages and are to be sensed along its highways and along its water courses. Traces of the old Spanish, French, and English strains of blood are to be found everywhere throughout the population of this state. The people have lived under foreign flags and through all their varied history they have come to their present estate where they are the inhabitants of a commonwealth with a rich history, with a most interesting present, and with every promise of great prosperity in every way for the future.

The faculty and student body of the State Normal College are in every way abreast of the times. One hears in the classrooms discussions of the most-up-to-date problems of modern education, and one hears quoted there the latest works of all the leaders of modern thought in the matter of the development of the American school system.

President Roy is not only a leader in educational thought, but he is a business man of high attainments. He must be both because of the intricate development of his institution. He has under his charge a campus and a farm totaling something like four hundred acres. He has a dairy herd of some hundred head of high-grade cows. He must keep track, as the head of his institution, of all the business developments on his large farm. He takes care of the student-body in a system of unusual dormitories. Because of his business capacity, he is able to offer both board and room to the students at a remarkably low rate. He has on his campus a hospital building devoted entirely to the physical welfare of the women students. This building is new and is the latest word in modern dispensary development. The building is in charge of a trained nurse at all hours, and any woman student at any time can receive any attention that she wants. The men students are taken care of by another organization in the men's dormitory. Taken all around, all students receive the fullest care in regard to matters of physical education. No parent need be afraid to send his son or daughter to the State Normal College.

One of the features of the summer session is the holding of convocation exercises on the campus under the shade of vines carefully trained over trellis work. At these exercises every one sits in the shade in the greatest comfort out in the open air. Platform and pew are alike protected from the rays of the sun, and while the exercises go on every one is at the greatest ease because of his being in the open air on a campus that is attractive to the eye. Rolling land and the proximity of the campus to a water course help make up a situation that is most pleasant.

Another feature of the campus is an open-air platform made of earth and sod, where plays and entertainments may be given in the late afternoon or at night in the soft breezes of this Southern clime.

Some of the features of the organization and administration of the Louisiana State Normal

College are most interesting. During the entire year recitations are held six days weekly. The unit of work is the trimester hour, based on thirty-six recitation hours per quarter. All courses are numbered with numbers having three digits. "The hundred digit denotes the college year during which the course must be taken; the ten digit indicates the term of the year (first, second or third) during which the course is offered; and the unit digit distinguishes the several courses offered by a department during a given term." The unit digit also may have other meanings, as, for instance, odd unit digits may denote courses for women and even number digits may denote courses for men.

The honor system has been in effect at the State Normal College since 1914. Splendid results are obtained under this system. During the first term of residence a student is permitted to take sixteen or eighteen term hours of work, but after the first term his maximum load is determined by the number of scholarship points earned during the preceding term. The point system has as its basis, for Grade A four points, for Grade B three points, etc.

The College bookstore sells or rents books to students.

Great attention is paid to corrective gymnastics and to the treatment of physical defects. Dental examinations are conducted three times per year, and specialists in diseases of the eye, ear, nose, and throat make regular investigations of the needs of the students in these special lines.

There are other features of this institution that are of especial interest. An unusual feature of the school equipment of the institution is the covered walks leading from building to building. These walks furnish precaution against rain and sun, and enable students at any time to go dry-shod and without extra protection from one building to another.

The visitor to Natchitoches, in fact, will find many things to interest him. The town, more than two hundred years old, situated along the Cane River, which was at one time the main channel of the Red River, has many things that are of absorbing interest to the traveler.

The Louisiana school system has a great future and the State Normal College is doing its full part in developing the state that it serves.

While other states are fighting over the question as to whether they will have the county unit in the administration of schools, Louisiana has that system. These units, known as parishes, are presided over by superintendents that have direct charge of all the schools under the general direction of the parish boards of education. Some of the most progressive men in the United States are found in the office of parish superintendent. We had the pleasure of meeting Superintendent E. S. Richardson, of Webster Parish; Superintendent E. H. Fisher, of Bienville Parish, and Superintendent W. J. Avery, of Rapides Parish. These men were visitors at the State Normal College and took a deep interest in the proceedings while there.

A visit to the Louisiana State Normal College is well worth while.

Ideals

By SUPT. W. C. McGINNIS

[An Address at the Dedication of a Schoolhouse in Revere, Mass.]

From the very confines of history, from the dim mists of the beginning of civilization up to the present golden age of enlightenment, man's journey has been a journey in search of an ideal. Sometimes the only light to guide his feet on the long rough road was the far, faint gleam of his ideal, so faint and so far that he knew that he himself could never reach it, but he still pressed onward and upward sustained and buoyed up by the hope that his struggle would make the attainment of the ideal easier for those who were following after.

Sometimes the ideal was the ideal of beauty in art and literature, as with the ancient Greeks; sometimes it was the ideal of law, as with the Romans; sometimes it was the ideal of religion and justice as with the ancient Hebrews; sometimes it was the ideal of constitutional government based on the rights of men as with the English; sometimes it was the ideal of a representative democracy based on the consent of the governed, the equality of men before the law and equality of opportunity as with Thomas Jefferson and the American colonists; sometimes it was the ideal of unity and liberty—"a government of the people, by the people, and for the people," as with Abraham Lincoln and the boys of '61; sometimes it was the ideal of "a world safe for democracy" based on equality of opportunity, on the proposition that might does not make right, and on the brotherhood of man as with Woodrow Wilson and the American people of 1917; and sometimes it has been the ideal of universal education at public expense based on the proposition that no nation has ever existed free and ignorant at the same time and that from the very nature of things no nation can ever hope to exist free and ignorant at the same time, as with Thomas Jefferson, Horace Mann, and the American people from 1776 to 1925.

More Emphasis on the Individual

By FRANK A. MORRIS

Normal School, Keene, New Hampshire

Our schools do not train individuals. I claim that our present system continually emphasizes the idea of masses. Take getting in and out of school. Most schools still take pride in their marching. Does this emphasize individualism? Do you remember how we used to laugh during the war at the expression, "They were all out of step but Jim"? Being in step is our ideal, but possibly Jim's proud mother had the right idea after all. When I was superintendent up in Maine years ago, I had a school where the principal and I took great pride in the marching. Every child stepped down one stair with his left foot, and then brought his right foot after it—first a big thump, and then a little one. People came from all around to see it. It was done beautifully—but, do you know, they can do it better in many state prisons. Probably no one in this audience would take pride in that today, but I think there is still a big insistence on keeping step. Do you all keep step coming out of the movies?

We have uniform courses of study, on the theory that what is good for one is good for the rest, and people criticize school systems because they don't teach cube root as they used to. They teach South America in grade five in one town, and a parent who moves to another town is mad because they teach it there in the sixth. You see, it isn't just the teachers who are thinking in masses.

The very idea of classes and grades is an admission that we are training children in groups. But, you say, we give different ranks to different pupils; yes, we do, but even this is a direct trend toward making all alike. What do we say when we give out ranks? Do we not say: "If you are good and do work like the good pupils we will give you a high rank?" I grant you that this is an attempt "to raise the general level," but it is a level just the same, trying to make us all alike.

The rural schools used to be pretty individual. Smart pupils went ahead rapidly, while dull ones stayed in the first reader until they "graduated." Then we enlightened superintendents (I confess to being one of them) saw the terrible chaos and hastened to grade these schools. I remember that I have put many proud hours into "combining" classes, making it even worse. What if a few pupils did repeat the work they had already covered? The number of recitations per day had been reduced.

Even our "discipline" is an offender. I don't know but it is the worst one. Here is an actual example: I know a man who has charge of a grade school. He shall be nameless, of course. He rather prides himself on the way he handles his "discipline." A teacher mispronounced a word. A pupil who knew the correct pronounciation used the word in its proper manner. The teacher told the pupil to say the word her way. The pupil refused. The man sent for the parent. He said to this parent: "Look, Mr. Blank, your boy is getting to be quite a problem in our school. He will not obey the teacher." "But," asked the parent, "didn't the teacher make a mistake?" "Yes, she did," said the man, "but you must tell your boy to mind the teacher whether she is right or wrong. It is bad for the discipline if he doesn't."

Possibly this is an extreme case. I will even say probably it is. But I wonder if there is one of us who has not at some time said or thought: "If I let this boy get away with it, they will all be trying to take advantage."

I could go on all day citing cases where we are deliberately suppressing the individual, but I wonder if I have not made my case? Are we not all guilty, many times a day, of trying to make the individual think of himself as a part of a whole, rather than as an individual?

Of course, we must still have the "common consciousness," our social contact makes it necessary. But, that trait is born into us, we already have too much of it. It does need training, and I shall speak of that later. The other, the individual trait, is all too small. That needs developing.

I have talked about helping the slow child for years. All of you who know me are sick and tired of hearing me talk about it. For a long time, too, you have heard me talk about the training of the bright child. But in both cases I plead guilty to talking about these as groups. You have been equally guilty. True, we would raise their level, we would improve them, but after all, we would still be more or less standardizing. This is a gain over previous thinking, we recognize three groups—the bright, dull, and average—rather than act as if all the children were alike, but we haven't gone far enough.

A few years ago, an educator made a hit by stating that there was no such thing as the average child. We applauded this statement, but kept ourselves from too much thinking by coining a new expression, the "typical child." Let's be honest. How much good did that do? What is the difference between the average child and the typical child? Just educational bluff.

When I took my oral exam for my master's degree, I made a statement, I have forgotten what it was. One of the faculty bore me out by saying that Kirkpatrick said that a child of this age does thus and so. Immediately an-

other and highly respected member spoke up in a very indignant tone: "I don't give a darn what Kirkpatrick says; my boys do thus and so." Here was a very unscientific but nevertheless earnest attempt to get away from the idea of Mass.

Every mother knows that her child is different. Any first grade teacher will tell you that. But we educators listen to the mother indulgently and then go right ahead. We knew her story before she told it. We have heard it before. "A little knowledge is a dangerous thing." Do we know as much as we think we do?

A few years ago, at Chicago, a number of prominent educators were on a program discussing education for leadership. The last speaker was Professor Bagley of Columbia. I suspect that he was intending to speak on the same subject. That I will never know. As speaker after speaker stressed the need of trained leadership, Professor Bagley got more and more uneasy on his seat. When he was finally called upon, he could hardly wait to get onto the platform. No one who heard that speech will ever forget it. Words literally poured out of his mouth. No reading of the speech, even if any stenographer was able to take notes fast enough to record it, can give you an idea of the power and earnestness of it. But the point was clear from start to finish. We may educate leaders all we wish, but no matter how high we raise them, their total value is but a drop in the bucket compared to the gain if each one of the rest of us is taught to use his head but a fraction of one per cent. more than we now do. Bagley was right.

This is an age of democracy. The power of this great country is in the hands of each of us. Leadership is good if properly used. Leadership is all right to incite us to new thoughts. But leadership is deadly dangerous if it takes the place of thinking. The final decisions are in our hands, and we, the individuals, must think things through. We can't safely think as groups, as societies, as parties, but each of us, each man, each woman, each child, in his own private head, must go through the evidence and come to a personal decision.

A negro was sent on an errand by his boss. He was gone a long time. When he finally came back, his boss said: "Sambo, where have you been all this time?" "Well, boss, I'll tell you," Sambo replied. "Down back of the barn I met Rastus, and we had a terrible argument." "What was the argument about?" asked the boss. "Well, Rastus argued that marsh hay was the best feed for cows." "And what did you argue?" "I argued 'twas, too."

Now, there's independent thinking for you. No impulsive taking of the other side, just to oppose Rastus. Sambo knew what he thought, and he argued it, even if Rastus did already believe it too.

Thus it is in school. Each pupil must be his own individual investigator. No doubt the teacher already knows the facts which he will find out, but in finding it out he learns, and develops his own powers. It would save time for the teacher to tell him, but it wouldn't develop his thinking machinery. We have a saying up here in New England, "That man knows an awful lot, but it is too bad he knows so much that isn't true." I am not so sure that that man is not better off if he found out these things himself than is another man who had more correct facts that some one told him.

The teacher must still be recognized as an authority in educational matters, but the method of doling out facts must change. It is impossible that all the pupils in a given class need just the same treatment. If you could get together twenty pupils all just alike, Barnum and Bailey would pay large sums to exhibit them.

In the normal school this year, in one of the imitation lessons which we have in the methods courses, one of the supposed first graders missed a combination in a speed drill. Immediately the teacher stopped and drilled the whole class on this combination. After she finished, I asked her why she did that. "Well," she said, "if that girl needed it, probably the rest of the class did too." Of course, that was a girl who was just learning to teach. But how about this one? A few years ago a teacher was somewhat impressed with the ideas which I am trying to put over today. She told me she had worked out a method of improving her spelling lessons. She did not drill on a word in the spelling book unless ten per cent. of the class missed it on a preliminary test. This is an improvement, but still she was drilling ninety per cent. for the sake of ten per cent. who needed it. Probably all of us have passed the stage where we made every pupil write every word ten times, but have we gone much further?

Beyond a few fundamental skills and facts, each person should be developed according to his own needs. One person needs one combination, another person needs another. Now, I know that some of you are beginning to think: "That speaker is way behind the times; Germany did that years ago." Yes, Germany did do this in a way, but she had the wrong idea. Germany decided what the nation needed, and trained enough people in each line to fill the need. The idea was the state, and not the individual. My idea is different. My scheme is not development of caste—it is not predestination—it is decidedly not fixation of career. Germany and other European countries have tried these without success. I say, we must develop the individual for his good. If we do this, he will take care of the good of the country.

Now here is the first difficulty. If every pupil must have different things taught him, how are we going to keep our classes together?

I wish all the answers were as easy. If classes are difficult to arrange, cut out the classes. Is there anything particularly sacred about classes?

If a child knows that two times three is six, why continue to drill him on it, or even why make him listen to the other fellow drill? Wouldn't he be better off doing something else? But people say it is the only way to teach large numbers. That is not true. Jessie McKinder in London is teaching fifty to sixty pupils in first grade without a class recitation faster than we do in classes. Many others, too. We can abolish classes, and we can teach each pupil what he needs.

If we had individual teaching and nothing else, it would make of us supreme egoists. We must not stop with the individual training. We must train the mob consciousness. We can't shut each person up by himself. He must get along with his fellows.

Getting along together implies several faculties. The first of them I will call understanding. We must understand our fellow men. This may be taught through activities directed toward this end. The auditorium meetings, the drama, the excursion, all serve to explain others to us.

Then we must feel together. The race is not so developed that we can get along without this. What is better to induce this ability than school music when a whole group thrills to the same emotions? Losing or winning in athletic contests makes a homogeneity which is always sought for. How often have we heard the expression, "That is not a team, it is a collection of players"? Service for others, group discussions, and other activities add to this trait of feeling together.

Intelligent co-operation is the third faculty. It is necessary all the time. School clubs and committees are aids in this direction.

And last, but decidedly not least, we must have faith. Faith in ourselves, faith in others, faith in God. A man without religion is a man without faith. The Jews are finding this out. Many of their number have given up the faith of their fathers because it does not seem to fit into our present-day life. But most of them have not found another faith to take its place. Jews of this type are in a pitiable position. They don't believe in anything. They don't trust anybody. Their own leaders are saying so. A Jew with faith in his own religion, even if he does not seem to fit, is in a much better position than is another with no faith. So I say, we must instill faith; faith in God, in an orderly universe, and particularly faith in the honesty and ability of our fellows.

Now, let's go over this again. If we are to build up a nation of people who can run our present organization, we must so reconstruct our program that we can turn out a product that fits. Every person must have two sides—the side which makes him more of a rational individual than he now is, and the side which enables him to get along with the rest of us in a "common consciousness." At present we are doing better work in the latter—the group part. So our big job for now is the individual.

This is a good theory. I think you will all admit that, but there is a drawback, and that is—how are we going to know what each one needs? A year or two ago a very famous man spoke to the Manchester Kiwanis Club. He said that this country needed a plan whereby the farmer would get more for his products, the railroad would get more for hauling them, the distributors would get at least as much as they now are, and the consumer would get them cheaper. He then proceeded to talk for an hour. When he finished, the man on my left said: "Boy, that was a great speech." "Yes," I said, "but how is he going to accomplish all that?" The man scratched his head for a minute. "Gosh!" he said, "I guess he didn't say."

Now, I am being more honest with you. I am telling you the facts, and then I am telling you that I don't know the solution.

One of our citizens some time ago got exasperated with a social worker who had been suggesting remedies for a certain condition. When he could stand it no longer he burst out with this: "Sometimes you people who are doing God's work begin to think you are God." Certainly I don't want to put myself in that place. With the present amount of knowledge I shouldn't want to tell any pupil what he needed to develop himself to his best. But there is our problem. Very few inventions come accidentally. Most things are invented to fill a need, and the need is found first.

Here is our need. Our job is to find out how to see what pupils need, and how to give it to them. I don't expect to find the answer myself, but I do plan to spend my life trying to find part of the answer. All true teachers are doing the same. There are seven hundred fifty thousand of us in the country. If, collectively, we can't find the answer, it will be the first time we have ever been stumped.

Music is art, painting is art, poetry is art; but the greatest of all arts is that of taking plastic human nature and moulding it into something that would not have been had not your touch been added.—William B. Owen.

Should Colleges Adopt the Mental Test as a Requirement for Admission?

By LURA M. WAKEFIELD
Arlington, Mass.

If the articulation between colleges and secondary schools were perfect and if administrative officers were entirely satisfied with the selection and development of students, even in their own institutions, then it would hardly be necessary to raise the question in regard to mental testing for college admission. As a matter of fact, college authorities realize that they are accepting some student material that is not worth while and barring out some who would be a credit to the colleges. Terman tells an interesting story of a mental defective who, through dogged persistence and parental encouragement, managed to finish high school and enter Stanford University. His inability was soon discovered, and a careful study was made of the case. In estimating the boy's ability, Terman says that he could drive a car as well as a doctor or a minister, his handwriting would be a credit to a statesman; he spelled better than George Washington, he could make change rapidly, and could pronounce glibly. Had a mental test been required for entrance, this boy would not have been admitted, because his inability to think in the abstract would have been discovered.

The lack of uniformity in college entrance requirements is the great problem of the high school, whose function it is to serve both college preparatory students and students who are directly preparing for life. It is not fair to force the preparatory students to private schools; neither is it fair to sacrifice the interests of students who are finishing their education in the high school for the sake of a reputation as a high school that "fits for college." In New England, 55.4 per cent. of non-college pupils drop out of the high schools before graduation. This is in part due to inadequate programs caused by the pressure of college courses. Is this fair when only 10 per cent. of those entering high school reach college? This problem assumes far greater proportions in the East, because of the hidebound entrance requirements of the larger Eastern colleges and universities. With the exception of a few Eastern colleges, all colleges in the United States will admit a graduate of an accredited high school on certificate, subject, of course, to restrictions of a personal nature. In the Central and Western states, where the high schools have escaped from their bondage, there is good articulation between the high schools and state universities.

Because of stiff requirements, Eastern colleges have had to make concessions in order to get students. At present about half of Harvard's Freshmen enter with conditions. In 1907, it was reported that half the students entering Yale, Harvard, Columbia, and Princeton were conditioned. A 1924 study of 314 colleges, published by the United States Bureau of Education, states that 232 of these colleges provide definitely for conditional entrance.

The "College Entrance Examination Board" was organized in 1900 as a "clearing house" for colleges requiring entrance examinations and it has done good work in systematizing college and secondary school curricula. From 1900 to 1916 the candidate was examined in all the specified entrance subjects. For 275 years Harvard demanded examinations in all required subjects. A commonly accepted content became established and there grew up a group of preparatory schools especially designed to prepare students for Harvard. They were and are schools where stereotyped coaching is carried on. For years New England colleges have been fed by these schools. The result has been a lowering of the scholarship in these colleges: First, because of the narrow field contributing students; second, because the coaching and memorizations in the preparatory schools often enable a student to enter college with such narrow preparation that he cannot meet the college demands after entrance; third, because the student so prepared often considers the preparatory school a mere stepping-stone toward the college gate.

In 1911 Harvard, alarmed at this lowering of scholarship and desiring to make the college "more easily accessible to the country at large," introduced the "New Plan" for entrance. This involves a "Comprehensive Examination" in only four subjects, two or three of which may be chosen by the student. The new type of examination is designed to test power as well as achievement. Thirty-one colleges now recognize the "New Plan." This is a step toward progress, although it is an admission alternative for good students only.

It has been mentioned that the high school has a serious problem in catering to the college. The college, too, has its problem. It depends on the secondary school for its material and, within reason, it has a right to specify qualifications for entrance. The chairman of a Harvard committee said: "The scholarship of Harvard College depends more on the men we choose than on anything we can do after we get them."

School curricula have greatly expanded during the past few years. New inventions and discoveries and theories must be reckoned with. The movement for the present variety of vocational and commercial subjects began about 1900 and, in spite of opposition, all these subjects appeared on the curricula of schools

about 1910. In May, 1910, the High School Teachers Association of New York City made this famous proclamation: "Our experience seems to prove a wide discrepancy between preparation for life and preparation for college as defined by college entrance requirements. The attempt to prepare the student for college, and, at the same time, teach him such other subjects as are needed for life is unsatisfactory. The quality of all his work is likely to suffer."

Having indicated that the old methods of college entrance are not satisfactory to the progressive secondary school, to the college, or to the student himself, we may now consider the intelligence test as an aid in solving the problem. The first psychometric movement applied to adults on a large scale was the use of the "Army Alpha" tests in classifying American soldiers in the World War. Within a few months the tests were developed, standardized, and given to 1,726,966 officers and men. The success of this testing was remarkable. A technique was soon developed and confidence in mental testing was established. In the fall of 1918, the S. A. T. C. organization invaded the colleges and offered an opportunity for further use of the intelligence test. The experiments at Columbia and Stanford were especially interesting. At Columbia the college authorities were given wide powers in selecting applicants. As an aid in solving their problem, they used with much caution the "Thorndike Test of Mental Alertness" with excellent results. These tests were similar to but harder than the "Army Alpha" tests given in the various cantonments. The students selected were reported by the faculty as "universally alert and intelligent."

The success in selecting students for the S. A. T. C. created an irresistible impulse on the part of colleges to try similar tests in selecting regular students. By 1919 college administrative officers were confronted by a new and grave problem. Former conditions were reversed; the college no longer needed to seek students. The post-war situation was that of a vast army of would-be college students and the new problem was to "sort the throng at the gate" because there was not room for all.

In 1919 the Faculty of Columbia University adopted a new alternative method of admission in which the mental test was the outstanding feature. This method allows the substitution of a mental test for the regular college entrance examination, provided the record from an acceptable school shows certificate grades in all the admission subjects. As a matter of record, all entering students must take the intelligence test even if they take the regular content examinations. The intelligence test now used at Columbia is the "Thorndike College Entrance Examination," which is perhaps the best entrance test now in use. It is an excellent entrance test because of its non-coachability and objectivity. In a three-hour performance the candidate records in a fairly accurate manner the nature and extent of his native ability, which cannot be revealed in an ordinary content examination. The highest possible Thorndike score is 154, but very few students make a score of more than 100.

The predictive value of the Thorndike examination has been pretty thoroughly established at Columbia. In order to "test" an intelligence test the scores are compared with college marks, which are supposed to measure college success. The average Thorndike score of men who survive one semester is eighty-six. Indeed, a student with such a score is a good risk for Columbia even if his preparation had been grossly deficient. Experience has shown that a Thorndike score of seventy is a bad risk. The correlation between the intelligence scores of men who entered Columbia in 1919 and their two-year college scholarship scores was .67. A comparison of data shows that the Thorndike score correlates more highly with freshman marks than do freshman marks with sophomore marks in any given subject. Dr. Thorndike says that a correlation of .60 between the intelligence score and college marks is a closer prophecy than any three-hour examination of the traditional type has ever been known to give. He has shown, also, that a student's score in the ordinary entrance examination correlates less closely with his senior college marks than do his brother's college marks! The average correlation between the college records of brothers is .40.

J. B. Johnston of the University of Minnesota has made important contributions to the field of mental testing. He discovered that scholarship prediction is much less accurate for students above the "ability threshold" than for those below it. He attributes this, in part, to lack of effort and interest in class work on the part of those intellectually capable. There may be a grain of truth in the popular criticism of most intelligence tests that they "measure imbecility but not native ability." However, the well-distributed scores indicate that this is not true of the Thorndike examination. As to secondary school marks, Johnston would be guided only by the relative class standing of a student. Harvard has for two years accepted, without examination of any kind, recommended boys who are in the highest seventh of their high school classes.

At Dartmouth College, where the demand for admission is greater than its capacity, three types of psychological examinations are now given to all freshmen at entrance. These are:—

1. The Army Alpha test, which has proved to be especially valuable in pointing out the unintelligent, but it is less successful in differentiating between men of the higher levels of intelligence.
2. Personal Faculty rating, made as early as

possible and considered the most valuable single criterion at Dartmouth.

3. A completion test to select the men of highest ability. This test has high diagnostic value, since it makes possible a selection of 1000 men for whom the chances are 30 to 1 that they stand in the upper three-quarters of the class.

Under the direction of Herbert A. Toops, extended testing experiments are being carried on at Ohio University, where 4,000 tests are given annually. After careful study and experimentation, a two-hour intelligence examination has been worked out and standardized by the Department of Psychology. This examination has ten alternative forms in order to prevent coaching and in order to yield comparable results over a term of years. Tests have been given at Ohio since 1919 and the plan is to conduct a follow-up investigation into the success of graduates since 1920, as related to their intellectual and academic standing while in college. This investigation will throw light on the question: "Is it the intelligent student or the scholar or one who possesses both intelligence and good scholarship who makes good in the world?"

At the present time, more than thirty of the prominent colleges and universities require definitely a mental test as a part of the routine of admission. The United States Commissioner of Education estimated as early as 1920 that two hundred colleges and universities were using mental tests in some connection, though not necessarily for admission purposes. Statistics show that in most cases where a program of mental testing is discontinued, it is a temporary procedure due to lack of funds or equipment.

In 1919 Dr. Thorndike was asked the question: "Are the new psychological tests a substitute for content examinations?" He said that the question could not be answered then. All he asked was that the mental test be given a trial "on even terms with the traditional examination." In all cases where careful experiments have been made, college administrators quite agree with Dean Hawkes of Columbia, who says: "Every indication points to the mental test as a most useful addition to the machinery of admission." As yet, no college administrator has advised the use of intelligence tests as the sole criterion for admission. However, Professor Colvin of Brown University suggested that the lowest men be excluded on the intelligence scores alone. It is probably better for the candidate for the college, and for society to deny admission to low-score men; but mental tests should not be used merely as an instrument to close the door of college opportunity to the student of mediocre ability who has had grit and ambition enough to graduate from high school with fair grades. Such a man may make the grade if allowed to start on his journey.

The only objective of the traditional college entrance examination is to admit or reject the candidate. After it has served its purpose as a criterion for entrance, the intelligence test may have several objectives, such as: adjusting the academic load of students, discovering gifted students, classification in college classes according to ability, and serving as a valuable additions to personnel records. It appears that nothing would be lost and that much would be gained if College entrance examinations were to be abolished and a combination of mental tests, secondary school grades, and character estimates were to be generally accepted for college entrance. The responsibility of the secondary school would be different but not greater than at present—and what rejoicing on the part of those whose lives are being spent in coaching students for college examinations! It has been suggested that "legitimate cramming" is hardly preferable to "illegitimate cribbing" from an educational viewpoint.

Walter Dill Scott offers an apt comparison between the submarine and the mental alertness tests. Ten years ago the submarine was a naval toy; it is now standard equipment in the navy. Ten years ago the tests for mental alertness were personnel toys; now they are standard equipment for personnel work. At present, in the case of both mental test and submarine, we are as much concerned with its possible dangers as with efficiency data. The time is past for discussing the effectiveness of submarines and mental tests—they are effective. The need now is to direct their use for they will be used increasingly.

The fundamental difficulty is that the work in which the school seeks to engage the child does not contribute to the solution of any problems which he has encountered in actual life.—H. B. Wilson.

Personal and Professional

G. CILLÉ of South Africa has been in the United States for two months making a study of Amerian educational institutions. He said, upon leaving for the Edinburgh meeting, that he had seen many great things in America, and had met many very great men in the educational field and had seen the splendid work that is being done in many places and in many departments, and "the only criticism I would in a very humble way offer is that you Americans are at this moment in need of a most thorough and scientific stocktaking which must be nation-wide, and in which some prominent educators from other nations should be invited to take part. The Americans, more than any other nation that I know, are always ready to say 'Well done' if anybody does anything worth while. This is a great virtue, which, however, may become a sort of vice, when it leads to a lack of self-criticism and the promiscuous mixing up of small things and great things. A nation-wide investigation by big men into your educational aims, means and methods will render not only your country but humanity a very big service."

FRANCIS G. BLAIR, state superintendent of Illinois, demonstrates a rare combination of literary ability, forensic art, administrative skill and political sagacity. He has recently put out of commission a most insidious attack on the public schools through expert pretence, fathered by high finance. No one has done a neater job or done any good job more promptly.

He never plays traditional politics, but he has a way of informing the public of mischief in the air in a way that gets immediate and abundant results. He is one of the few educational officials who can make an official statement which every one will read and which carries conviction to every reader.

This same Dr. Francis Grant Blair wrote a pageant on the Levinston C. Lord's State Teachers College which is a classic, historically, a gem in literature and up to the minute in dramatic art. This is only one of several pieces of literary work each of which is exceedingly creditable.

W. H. HOUSH, who has been principal of the Central High School of Los Angeles for thirty-one years, has resigned, and is to make a luxurious trip around the world.

A fund of $2,750 has been provided for this trip by a committee headed by Benjamin Harwood. The faculty provided the first $1,000, the alumni $1,000 more, and the senior class $250.

We recall as though it were yesterday when Mr. Housh was elected to the principalship. We had known Los Angeles intimately for twelve years. Mr. Housh was the first man to be elected principal of the school. The woman who preceded him was most popular and successful, but Los Angeles had become a real city, and no real city could think of having a woman principal of its high school. She accepted the situation gracefully, and Mr. Housh began a great career for the city as well as for himself. It was highly satisfactory to be in Los Angeles when Mr. Housh retired to take the round-the-world trip.

KATHARINE LEE BATES, department of English Literature, Wellesley College, for forty years, retires from active duties and is receiving many delightful social and professional attentions. No other woman now active in American life has written as many successful poems and books in as many literary lines as has Miss Bates. Her first famous poem was "College Beautiful," which with other verses was published thirty-eight years ago. She has published eight volumes of her poems, four stories, four volumes of travel, and fifteen books for school use. Her personality has matched her literary and scholastic ability, making her influence in Wellesley and in other New England circles quite unusual. Her "America the Beautiful" bids fair to outlast every patriotic song of the day.

ANGELO PATRI, New York City principal, is doing by far the best service for schools and children that has ever been done by any writer of syndicate articles. He has written hundreds upon hundreds of these articles of about six hundred words each, and they improve all the time. He is now writing a new series of syndicate articles of a sketchy biographic nature. He is a genuine genius for this sort of work. His skill is artistic. He not only knows boys and girls, but he knows human nature.

In honoring RANDALL J. CONDON with a doctorate of laws the University of Cincinnati has done an exceptionally creditable scholastic professional act.

Coming from the University of Cincinnati the honor has special significance. No city superintendent has demonstrated a more classic literary style, a more discriminating scholarly mastery of history and literature. Every sentence spoken or written has the virtue of truth in fact and in spirit. Professionally he is a leader of his principals, teachers, Board of Education and the public in an unusual way. If any attainment could justify so high an honor as that which the University of Cincinnati has bestowed upon him, certainly Dr. Randall J. Condon has demonstrated such attainment.

The Rodee Method of Teaching English to Mexican Children

By FRANCES S. GOFF

Tucson, Arizona

Upon conquering a province the Romans forced their language upon the people thereof. The far-seeing Caesars did not interfere with the laws, customs, manners or religion of the vanquished; they simply, unobtrusively taught the children to understand and speak the Latin tongue. They knew, those builders of extensive empire, that there is no force so potent in uniting unlike peoples as the use of a common speech. Only a confusion of tongues was needed to shatter the well-worked-out plan and purpose of the builders of the great tower by which heaven was to be scaled.

Today a million school children voice the ancient faith in the potency of the unifying of speech among a polyglot people. "One country, one language, one flag," is the first precept in the political catechism of our country's youth.

Germany understood this; the foundation of her dream of world empire, the keystone of the amazing propaganda she built up beyond the seas, in the remotest quarters of the earth, was the teaching of German children, whether in the United States or Patagonia, the Prussian tongue. This duty was canonized and placed among the beatitudes in the home—in the church it was taught and preached. So great was the faith of Prussia in this that she confidently expected the millions of German-speaking young men of all lands to fly to her standards when "The Day" should come. And many of them did, and many more yearned to fight for the great Mother whose speech they lisped about the firesides of their homes in alien lands.

If then a common language is the essential flux of the melting pot of our nation—of any nation—no reasonable pains or cost should be spared in teaching with all diligence, our language to foreign-speaking children. This should be the first commandment in our decalogue of politics and state-craft.

In the industrial centres, in mining camps, in great factory cities, where multitudes of children of other lands and other languages exist rather than live—especially along the border of our Spanish-speaking neighbors to the south, where half the inhabitants are Mexican, should our language be taught with diligence and efficiency; and it is in Tucson, Arizona.

Every need calls for and secures its leaders—there is no bondage without its emancipator—no Israelites without their Moses. Prophecies may fail and tongues may cease, but when a genuine cry goes up out of human helplessness and need there will be raised up those that answer the call and minister to the need.

In Tucson, Arizona, in the whole borderland, is an efficient little army of teachers consecrated to the work of teaching Mexicans and other foreign children to speak and read and write English.

In all this Mexican borderland, Mrs. Nona Rodee is the creative genius who has made pleasant and short and certain the pathway for the foreign-speaking children to enter the sanctuary of our great heritage—English speech.

Since the most important step in the process of Americanizing non-English-speaking children in our schools is the acquisition of English, the Rodee method prepares for them a well-graded course of instruction in oral English. The course is based upon the principle that speaking is the psychological basis for reading. In her method the vocabulary is chosen to meet the first needs of the child. Only those stories are chosen which use the desired vocabulary. She follows the educational principle of proceeding from the known to the unknown.

Through ear-training and imitation the child first learns action words and the names of a few objects, which are soon combined into short sentences—complete thoughts—and these words and sentences are repeated many, many times in games, dances, dramatization of stories—in the natural play and spontaneous activities, and become the basis for the new language.

The worker endeavors to become acquainted with the experiences of the non-English-speaking children and to interpret these experiences as well as to establish a new set of experiences that are used to connect the child's home life with the school life. He can only understand the new experiences by interpretation in the light of his old experiences, and as they appeal to his natural instincts and appetites, as play, taste, smell, touch, etc. The teaching is always concrete. A word or phrase is always directly associated with the object, action or idea for which it stands, or which it expresses. In this way the child gradually, though unconsciously, learns by experience and imitation to think and express his thoughts in English terms.

As soon as the child is able to express a thought in English the teacher corrects all incorrect English, and the child repeats the sentence after her, as the child should hear and use only correct language from the start.

Conversation is emphasized more than any other activity. The teacher uses a large collection of concrete objects that appeal to the child's sense of color, form, beauty, motion,

and interest in teaching non-English-speaking children to express themselves intelligibly. Objects that cannot be brought into the room are illustrated by toys, images, pictures, etc.

As every normal child craves stories the teacher presents them as soon as possible, giving instruction in the vocabulary to be used in the story telling, and in the objects represented before proceeding with the story, but of course this procedure can be followed only after the child has some English vocabulary at his command. Short sentences and meaningful rhymes committed to memory are invaluable in enlarging the vocabulary, and should appeal to the child's interest. This new vocabulary should be constantly put into song. The children should not be taught any songs the vocabulary of which has not been explained and taught in the same concrete manner as for teaching other English. They must understand the thought of the song—must not be asked to sing any more difficult or more advanced English than they have mastered in oral conversation.

"Since habits in the very young are formed through repetition, and vividness and intensity of perception, the teacher should present the language in a manner which appeals most to the child, as through story, picture, dramatization, projects like caring for pets, etc., and then secure repetition through every possible variety of means, e.g., through action, game, story, song, and finally conversation-applied language. The child is provided with opportunity to use the word, phrase, or idiom enough times to establish the habit of its use."

The psychological laws of habit are constantly applied in this teaching. Idioms must become habits of speech with these children. The teachers endeavor to prevent their thinking in their own vernacular and translating literally into ours. Translating is prevented if possible by anticipating any tendency to translate and by quickly supplying the proper English in time and letting them imitate it.

Ear-training on the part of the learner precedes any attempt to talk. Before a pupil can say a word, phrase or sentence, correctly, he must have heard it correctly. The teacher says it several times, slowly and distinctly, exaggerating each sound it contains, while the child listens. Then she lets the child say it, meanwhile noticing whether he says it right or not. If he omits a letter sound, it is because he has not heard it. If he slights a letter sound, it is because he has not heard it forcibly enough. She repeats the word again, exaggerating still more the sound he either has not heard well, or not at all. She repeats the word many times, separating it into its sound elements, just as she does in the earliest phonic lessons. The teacher has the child talk after her, not with her.

Although a person who is learning English may have his ear trained sufficiently well to hear and interpret the new sounds correctly, he cannot utter them correctly until he can place his vocal organs in proper position. This is taught him through the eye and is called "visible speech." The teacher insists upon the correct position of the vocal organs to insure correct enunciation. She does not allow wrong habits of speech to be formed which will have to be broken at some future time. Ear training and visible speech have their place upon the daily program.

All instruction to the non-English-speaking children needs a large sympathy and deep understanding of human nature while much patience and interest and intelligence are important assets in this work as in all kinds of teaching.

The foreign child is very much like the American child. He is actuated by the same impulse and craves the same attention, the same interest, the same love, and he responds in the same way to a devoted teacher. The language handicap with foreign children is often a serious one, resulting in misunderstanding of the child and in unjustly rating him as peculiar or subnormal, and altogether placing him at a disadvantage in the presence of other children.

The teacher makes sure that the child is not acting and responding wholly through imitation, but that with his expression and with his action and with his oral response there is a corresponding thought connection. Much false teaching is done right here with non-English-speaking children. The thought must accompany the words and the expression in order for lasting good and value to be attained. By a variety of devices the teacher tests the thinking of the child, to satisfy herself that the thought, interpretative and real, accompanies expression of action, of words and of sentences.

As one watches this work in the Mexican schools of Tucson—all under the efficient direction and guidance of Mrs. Rodee—as one sees the joy of the learners, the swift and certain results, one wonders why all along the line, from kindergarten to college, other languages, all languages cannot be taught in the same simple, joyous way, with the same certain results, as these foreign children of mixed ages and all manner of home conditions, attain under the Rodee plan. It would not then be the bug-bear it now is for college graduates, wise masters, to meet the condition laid down by universities for the doctor's degree: "A reading and speaking use of two foreign languages."

Why should the undergraduate spend two or three or four years studying a language with almost no usable results? He reads laboriously and poorly, sees few of the things he reads, writes with the greatest difficulty only the simplest thoughts, speaks the long labored-over tongue not at all. It is not because the learner of the alien language lacks capacity or zeal or studiousness. With the considerable, in some fields epochal, advance and improvement that

has been made in our time, the teaching of foreign language has progressed like a crab. The students of today get no such enjoyment, discipline or usefulness from the study of such language as did those of our fathers.

The outlook for the learner of alien tongues, the earnest boys and girls that would love to live with Homer and Virgil, with Goethe and Voltaire, with Ibenez and Anatole France, seems dark and dreary and far off.

Into this gray twilight, into this darkness that has settled over the way to the masters, Mrs. Rodee bears a torch. At present its rays light up only the near-by paths, but from it may be lighted the lamp that shall illumine this whole wondrous land.

The solidarity of citizenship is only one of the fruits of the Rodee system. To the learning of English is added all that disciplinary and useful knowledge that makes the curriculum of the grades richer than the world has known before. Illiteracy is rapidly melting before the genial heat of this new day. In a generation there should be no illiteracy in the State of Arizona, or in the nation.

I wonder if we realize, all of us, if we have paused to think and feel, the appalling darkness which surrounds the child that cannot read, read easily, joyously the news of the day, great things that are carrying on, opportunities in other localities, when things go wrong or fail at home—discoveries, inventions, new hopes born—all these lie beyond the dark pall that shuts and will shut within its terrible folds those little ones, foreign or native, who are denied this great gift, the birthright, in our land at least, of every child that has the capacity to learn.

Nowhere in any land at any time, I believe, can be found an example of a more wholehearted acceptance of the privilege, and a more efficient meeting of the responsibilities of the state to its children, its wards, than is to be found at the present time in Arizona, in Tucson.

This work cannot help but make more loyal and better citizens of the generation coming on. It not only makes for more righteousness in the land, but augments the happiness and the light.

There has been no more important contribution in education in our day than is this English-teaching work of Mrs. Rodee. And if her ways, her methods of teaching foreign-speaking children the English tongue shall be taken up, adapted, modified and used to meet the needs of the floundering students of language everywhere, in all our schools, then will the significance and the greatness of this woman's gift to our time be known and appreciated.

Modern Cathedral of the World

Dr. John H. Finley, former commissioner of Education of the State of New York, and Miss Olive M. Jones, former president of the National Education Association, have actively identified themselves with the movement to complete the Cathedral of St. John the Divine in New York, which will give America the greatest cathedral in the English-speaking world.

Dr. Nicholas Murray Butler, president of Columbia University, is also included among the notable group of American educators who are members of committees active in this movement. The Hon. Franklin D. Roosevelt is chairman of the general committee for completing the Cathedral which is composed of prominent Americans of many different denominations, and of which the committee on community co-operation, headed by the Hon. George W. Wickersham, is a sub-division. The educational division of the committee on community co-operation is under the chairmanship of Dr. Finley.

The great cathedral, of which the existing structure is a fragment, has been half a century in the planning. For sixteen years the architects have been working on the present design. The completed whole is to be of a grandeur and an appealing beauty which have been characterized by Professor Alfred D. F. Hamlin of the department of architecture at Columbia University in these words: "Nothing comparable to this superb design has ever been executed or conceived in America, and the cathedrals of Europe may fairly be challenged to surpass or even to equal it."

Especially in New York, the centre of America's commercial and industrial, and of much of her cultural achievement, the material growth of the country has found expression in stately buildings of commerce, transportation, education and the arts. Many thoughtful people have felt for years that the time had come when the great city should have a visible witness for the things of the spirit on a scale equally great and impressive. The Cathedral of St. John the Divine was planned by its founder, Bishop Horatio Potter, with this need in mind. "The magnitude of the plan," he said, "makes it impossible that the timid souls of this generation can reduce the design to something that future generations would hold inadequate and unworthy."

The present completed portion of the structure, one third of the whole, seats about 1,700 persons. This capacity is constantly overtaxed, and there is urgent need of finishing the nave, construction on which was delayed by the war after the foundation had been laid. When completed this vast structure alone will seat 4,000 people. With the addition of the transepts, the finished cathedral will accommodate 10,000 people, seated, or provide standing room for between 30,000 and 40,000.

As an example of American architectural achievement in a field in which Europe has

until now been unrivaled, the nave perhaps deserves further comment. Dr. Hamlin adds: "The proposed nave . . . shows a length of 225 feet and a width, including aisles, of 132 feet, which puts it into the same class, as to size, with the colossal Duomo at Florence. But its five aisles . . . and its nine bays . . . produce an effect of scale and richness immensely superior to the Italian example. This arrangement," referring to the aisles of the nave, ". . . . is here carried out on so grand a scale and with such richness of membering that it will unquestionably surpass all European precedents in majesty and beauty."

"The French Gothic as used in the cathedral is handled with such originality and boldness of invention as to form in reality a new and distinctly American chapter in its development. If this great work be carried out upon the lines of these designs, it will be a stupendous and inspiring monument of our faith and a triumphant vindication equally of American religion and American art."

The nation-wide campaign to raise fifteen million dollars to complete the cathedral, the finished third of which has cost five millions to build, will culminate in an intensive period between January 18 and 29. Special effort is being made to acquaint everybody with the project of building the country's greatest ecclesiastical structure, that every American may, in the words of Mr. Roosevelt, "feel that the cathedral is a civic and a national institution." The seats in the cathedral are by the charter "forever free"; the pulpit welcomes preachers of many different denominations. It is hoped that, like the old world cathedrals, it may be built by the gifts of everybody, so that the great edifice, destined for centuries to be a treasure house of art and a shrine of ideals, may be truly the gift of all the people and not of a few rich men or a single ecclesiastical group. As such, it will be in the opinion of many America's outstanding architectural and spiritual contribution of the century.

The Platoon School in an Old-type Building

By DEAN W. J. BANKES

Teachers College, University of Akron

Since writing the article entitled "The Model Platoon School," many have raised the question as to whether the platoon type of school may be placed in an old type school building. The purpose of this article is to describe a platoon school in a very old type building.

As an answer to questions raised, the author determined to show by actual organization that it is not necessary to have a modern type school building for the platoon school. In June, 1923, we asked the superintendent of schools to assign as an observation school of Teachers College one of the oldest buildings in Akron, the Spicer School. The superintendent of schools granted our request and in September, 1923, the school was organized as a platoon school.

The Spicer Building has three sections, each constructed at a different time. The original structure was built in 1875. This section contains eight classrooms and the principal's office. Annex number one was built in 1892, with five rooms: annex number two was built in 1897, with five additional rooms. The building now has eighteen classrooms, a teachers' rest room and a principal's office.

The auditorium and gymnasium activities of the platoon school, in our judgment, argue strongly for that type of organization. To have these activities, it was necessary to use the rooms available in the building assigned.

The two largest rooms were used and all the seats removed. No seats were needed for the gymnasium but seats were secured and fixed auditorium style in the other. A small stage was erected at one end of the room and, by arranging the seats as above stated, two groups may be sent to this room at the same time for auditorium work.

The school, consisting of 835 pupils, is organized into twenty groups, ten groups in each platoon. Following the plan worked out in the Mason Observation School, the schedule consists of ten periods per day. With the new organization on the basis of ten periods per day, all special activities, viz., auditorium, gym, library, music, art, science, and literature have been added without using any additional teachers. Not so much time is given by special supervisors as the teachers of the special activities are specialists in their respective subjects. The home room teachers do the work in about the same manner as previously described in "The Model Platoon School," and the special activities are all given in the rooms especially equipped for these special subjects. (See article, "The Model Platoon School," January, 1923). In the upper grades the hygiene is taught to the girls while the boys are in the gym and vice versa. This added feature has been worked out by J. C. Chenot, principal.

This is the second year of the platoon school in this old type building. Parents and pupils would be very much displeased to go back

to the old type organization. The principal and teachers are strongly of the opinion that the platoon school is better than the old type organization even in one of the poorest old type buildings. Tests and measurements indicate that more effective work is done in all branches of study. Economy and efficiency are noticeable results in this plan of giving to the community a modern curriculum for the boys and girls.

Teaching of Democracy

By SUPERINTENDENT J. O. ENGLEMAN

Terre Haute, Indiana

[Address at Indianapolis.]

The unsolved problems in the teaching of democracy are largely the problems of character education. They are problems in the psychology of conduct rather than the psychology of a mere learning process. For democracy is in large measure a type of behavior. It is the type of behavior with which thoughtful men and women and patriotic American citizens need to be greatly concerned. It is a type of behavior that must be equally guided by intelligence and by a moral purpose, by intelligence plus a moral purpose. In actual life men often have one without the other, in spite of the ancient philosophic confusion of knowledge with virtue.

Mr. Brown, for example, may not go to the primaries and he may not vote on election day because such duty takes time from his business; he may help elect a corrupt man as mayor in his city merely because of his party affiliations; he may break any number of statutes because they interfere with certain of his purely selfish interests. His weakness and democracy's failure with reference to his political conduct are traceable to his character, to his moral training, to his motives, and to his ideals.

So far as the schools are concerned the problem in history and civics in the teaching of democracy is one of arousing a civic conscience, of motivating civic conduct, of developing a moral purpose in each pupil to do his political duty and to live up to his obligation as a member of democratic society.

A democratic state more than any other requires that each individual component unit exercise his prerogatives. Every man and every woman counts. The common welfare suffers except as every citizen intelligently asserts himself for it. The best citizens are neither timid, fearful, apologetic, nor impotent. Responsibility for good government cannot be wholly delegated. In a democracy it inheres and abides in the individual.

As teachers we cannot do less than set ourselves resolutely to the task of teaching respect for law and obedience to it—not some laws; not merely laws we like, but all laws while they are laws. Nearly every law represents the will of the majority. If a law is opposed to the "general welfare," "the common good," the minority which sees this fact will sooner or later gather strength to become the majority and change it for the common good. But the lawlessness which we see on every hand today breeds contempt for law, and anarchy itself, the most fearful enemies of the common good we know.

Do we believe, and if so do we teach that in spite of our political weaknesses, no other form of government yet devised does so much to develop personality, respects individuality so fully and opens a gate so wide and a road so broad to talent, let it be found where it may, as democracy does? Are we actually doing all we can do as an offset to dangerous politicalisms, to inspire the twenty million boys and girls in the public schools with the plain truth that nowhere else on earth can every common man stand so nearly erect and command so fully the respect of the world by virtue of his own innate worth? A clear understanding of our own democratic heritage; a comparative study of the social and economic status of men and women in democratic America and in less-favored lands, who help to energize and make dynamic every lesson we teach in democracy, even while we recognize in humility that we have not by any means reached a political millennium.

Among all the criticisms of the public schools, no criticism has been leveled against the effect of the school upon American life.—Mather Lewis.

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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

NEW PRACTICAL ENGLISH FOR HIGH SCHOOLS. By William Dodge Lewis, Litt.D., formerly deputy state superintendent of Pennsylvania, and James Fleming Hosic, Ph. D., Teachers College, Columbia University. Cloth. 450 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

We never tire of noticing a fresh arrival of a book on language by whatever name it is called. Teaching how to learn to talk or write easily, correctly, attractively and impressively especially with junior or senior high school students is the highest of teaching arts.

In no other teaching does the success depend so much upon the teacher's influence upon a new creation of the students.

There is little credit due a teacher of a child who is born with brilliant talent for using language artistically, but it is the glory of a teacher's skill when she can arouse into action latent powers.

The fabulous voice of Demosthenes, Gladstone, and Wendell Phillips, yes, of Jesus, filled the air for a thousand miles around, but only a few persons ever heard them, but today millions of people literally hear the voice of President Coolidge or John McCormick or any other person whose words are broadcasted, because within a quarter of a century it has been learned how to take waves out of the air.

AMERICA'S NEED OF EDUCATION AND OTHER EDUCATIONAL ADDRESSES. By Calvin Coolidge. Cloth. 86 pages. Riverside Educational Monographs. Edited by Henry Suzzallo. Boston : Houghton Mifflin Company.

President Coolidge was nominated for Vice-President in 1920, largely because of the book, "Have Faith in Massachusetts," his incidental addresses as president of the Massachusetts Senate. He is the master of the art of making short speeches that carry great weight, and this volume of seven messages, letters and addresses on education are more significant, professionally, probably, than any seven addresses written by any professional educator in the same time.

These seven masterpieces are: "A Letter to the Mayor of Boston on Raising Teachers' Salaries," 1919; "Thought, the Master of Things," 1921; "The Things That are Unseen," 1923; "The Needs of Education," 1922; "America's Need of Education," 1924, and "A Proclamation, American Education Week," 1924.

We quote a few sentences: "It is perfectly clear that more money must be provided for schools, which surpass in their importance all other public activities, both by government appropriation and by private charity . . . Fortunately for us the sterling character of teachers of all kinds has kept them at their task even though we have failed to show them due appreciation, and up to the present time the public has suffered little. But unless a change is made and a new policy adopted, the cause of education will break down. . . . In our country the ideal is no longer that of a highly educated few, but of a broadly cultured and enlightened people. . . . Education is the process by which each individual recreates his own universe and determines its dimensions. . . . There has never been a great people who did not possess great learning."

There is scarcely a sentence that does not throb with vitalizing common sense and uncommon appreciation of education. There is not a trite sentence in the book. There is no tendency to worship tradition nor any trace of disrespect for the conventional. There is no fear of rejoicing in the new in education nor any worship of anything because it is new.

President Coolidge has thought himself through perplexing educational problems so that his every paragraph has his strong, earnest, noble personality.

GUIDE BOOKS TO LITERATURE. Book One. 652 pages. Book Two. 652 pages. By J. I. Engleman, LL. D., and Lawrence McTurnan. Illustrated by Vernon T. Kirkbride and Earle R. Kirkbride. With Decorations by Clarence Biers, Junior High School, Chicago and New York: Laidlaw Brothers.

Engleman and McTurnan in these books of first and second years of the junior high school demonstrate that they realize that the junior high school is a real creation, that it is something never before known in the educational world, that it is not an extended elementary school, that it is not an "approach" to a high school.

They fully, frankly admit that there is a New America, that lads of the seventh, eighth and ninth school years are in a world all their own, that they have learned more in the six elementary years than any pupils learned in eight years before the junior high school was created, that there is a world for them that no senior high school in other days knew anything about.

In the elementary school of six grades today children *learn how* to learn. In the three junior high school years they *learn by learning.* In the three senior high school years they get academic culture, and in other ways learn to know what others have learned to know and what others have learned to do.

In the elementary grades children learn *how* to learn *for* themselves, *by* themselves. In the junior high school they get an *education* through *learning masterfully.* In the senior high school they get scholarship.

Engleman and McTurnan's great achievement is that they lead the youth to see at once that they are students and not pupils. They are given "Book One" for instance that is a little bigger, a little broader, with a little more prideful appeal than even a senior high school book had before there was a junior high school.

Look at the genius in the selection of sectional subjects, "The *Spirit* of Freedom, the *Common* Good, *Heroes* of Peace, *Love* of Country, Stories of *Achievement,* History in the *Making.*"

From the first the authors make the seventh grade student, who takes in hand "Guide Books to Literature," feel a comradeship with the authors. He is made to feel that the authors are guides into learning instead of being told: "That is the place to go, now go," or "That is the thing to know, now know it."

Our readers know full well that we welcome most ardently real creations in bookmaking, and we recognize in "Guide Books to Literature" by Engleman and McTurnan, a rare creation in school literature.

FORTY-MINUTE PLAYS FROM SHAKESPEARE. By Fred G. Barker, University of Utah. Cloth. Illustrated. 395 pages. New York: The Macmillan Company.

Professor Fred G. Barker's record is in teaching literature in such a way as to create a permanent interest in the best literature with all of his students, and these twelve

"Forty-Minute Plays from Shakespeare" have all charm of his classroom work. It is highly important that all children with a taste for the best literature should be exposed to it in as fascinating a way as Professor Barker exposes them to it in his teaching and writing. This year Professor Barker and family, with their automobile, are devoting the year to a close study of literary shrines in England and Scotland and on the Continent.

HISTORIA DE ESPANA. By M. Romera-Navarro, University of Pennsylvania. Cloth. Illustrated. xi+302 pages (212 pages text). New York: D. C. Heath and Company.

Professor Romera-Navarro has filled the bromidic "long-felt want" in this excellent new intermediate reader for Spanish classes. It is an up-to-date history of Spain and of the Spanish contribution to civilization. On the purely historical side, it gives a clear and interesting picture of the prehistoric Iberian peninsula, the coming of Greeks, Phoenicians, and Romans, the Visigothic kingdom, the Arab conquest with the war of eight centuries that followed it, the splendid reigns of Ferdinand and Isabella and of Charles V, the period of decline and the present rebirth of Spanish nationalism. On the cultural side we have the best brief treatment we have ever seen of the importance of Spanish fine and applied arts, Spanish literature, and Spanish science. When one realizes that Spain colonized more than half of the Western World, and at some time or other held more than half of the present territory of the United States; that Spain has given us one of the three greatest books in the history of world literature; that her artists can be compared favorably with those of any other country save Italy; that in science she has given us the neuron theory and the laryngoscope; and that her charm and romance have captivated the whole world—the appeal of such a book as this is almost axiomatic. Not the least of its attractions is the vigor of the style in which it is written. Professor Romera-Navarro is a master of clear and forceful Spanish. Each of the thirty-one chapters is followed by a summary in Spanish and a "cuestionario" for conversational drill. Notes and vocabulary add to its utility as a classroom text. The volume is beautifully printed and illustrated, more than 140 line drawings and maps being provided. The book has a foreword by Professor Roger B. Merriman of Harvard, and is dedicated to that prince of American Hispanists, Professor J. P. Wickersham Crawford of the University of Pennsylvania. We have noted three errors: "asolar" is left out of the vocabulary; "hemotisis" (p. 120) becomes "hemotosis" in the vocabulary; and the name of the one-time Mexican emperor is given with the written accent on page 177 and in the vocabulary, instead of the commonly accepted "Iturbide." These are small matters, however, and serve but to emphasize the accuracy which characterizes the book in every other detail.

PROGRESSIVE COMPOSITION. By Frances M. Perry, University of Arizona. Cloth. 358 pages. Yonkers-on-Hudson: World Book Company.

Professor Frances M. Perry of Arizona and visiting professor of English in Wellesley College, has produced a text on " Progressive Composition" that is of surpassing interest. It is common sense raised to the nth power.

Here are samples of an all-pervading sanity: "Be sure that a pronoun has the antecedent which the sense demands."

"Although the relative pronoun does not change its form to denote number or person, it is necessary to know its number and person in order to determine the number and person of its predicate."

"*None* may be either singular or plural. When it means *no part* it is singular, and when it means *no one* it is singular. When it means *no ones* it is plural, as 'none of the coins were of any value.'" "Do not, in order to avoid the use of *I*, employ stilted, unnatural, or roundabout construction."

From start to finish everything is as practical as the multiplication table, as usable as a cook book.

FRENCH DICTATION. A Handbook for Teachers, with Sentences and Passages for Practice. By Walter Ripman. Cloth. vii+128 pages. Price, $1.60. New York: E. P. Dutton and Company.

Walter Ripman is one of the leading British teachers of foreign languages, a pioneer in modern methods of teaching, and the author of a number of useful handbooks for students and teachers in the modern language field. In this manual he attempts to aid teachers of French in utilizing effectively one of the best exercises that has been devised for teaching the language, for developing correct pronunciation and spelling, and for increasing the student's interest—dictation. The first part of the book contains a brief discussion of methods for giving and correcting dictation. This is followed by a careful and thoroughgoing analysis of common mistakes, their causes, and their remedies. The last thirty-five pages of the book are devoted to selected passages for dictation, graded as to length and difficulty. Space is provided for notes of further test sentences, special difficulties, etc. The book is a useful addition to the available pedagogical material in French.

Books Received

"Readings in Literature." By Ernest Hanes and Martha J. McCoy. Volume Two. New York: The Macmillan Company.

"Human Physiology." By Percy G. Stiles. Philadelphia: W. B. Saunders Company.

"The Adolescent Girl." By Winifred Richmond, Ph.D. New York: The Macmillan Company.

"Libros Y Autores Modernos." By César Barja. New York: G. E. Stechert and Company.

"Individual and Mass Athletics." By S. C. Staley.—"Intramural Athletics." By Elmer D. Mitchell.—"The Normal Course in Play." Prepared by Playground and Recreation Association of America. New York: A. S. Barnes and Company.

"Free-Hand Drawing." By Frances Beem and Dorothy Gordon. Milwaukee: Bruce Publishing Company.

"Highlights of Geography, North America." By David Starr Jordan and Katherine Dunlop Cather. New York: World Book Company.

"Summary of Investigations Relating to Reading." By William S. Gray.—"Summary of Educational Investigations Relating to Arithmetic." By Guy Thomas Buswell and Charles H. Judd. Chicago: The University of Chicago.

"The Earth Speaks to Bryan." By Henry F. Osborn. New York: Charles Scribner's Sons.

"Formative Factors in Character." By Herbert Martin.—"The Introduction of Adam Smith's Doctrines Into Germany." By Carl William Hasek, Ph.D.—"Extraterritoriality." By Shih Shun Lin. New York: Longmans, Green and Company.

"Educational Statistics." By C. W. Odell. New York: Century Company.

"The Home and School Idea in Education." By Raymond E. Manchester. Menasha: George Banta Publishing Company.

"The Field-Martin Primer." By Walter Field and Katherine Martin.—"Administration and Supervision of the High School." By Franklin W. Johnson. Boston: Ginn and Company.

"Great Rivers of the World." By Wilson S. Dakin.—"Plane and Solid Geometry." By Arthur Schultze and Frank L. Sevenoak. Revised by Elmer Schuyler.—"Silver Pennies." By Blanche J. Thompson. New York: The Macmillan Company.

"Rural School Methods." By Elmer L. Ritter and Alta L. Wilmarth.—"Correcting Speech Defects and Foreign Accent." By Grace A. McCullough and Agnes V. Birmingham.—"Making History Graphic." By Daniel C. Knowlton. New York: Charles Scribner's Sons.

"College English Grammar." By George O. Curme.—"Guentos Mejicanos." By J. H. Corwyn. Richmond: Johnson Publishing Company.

"The Science of Biology." By George G Scott. New York: Thomas Y. Crowell Company.

"The Laws of Health and How to Teach Them." By Charles E. A. Winslow and Pauline Brooks Williamson. New York: Charles E. Merrill Company.

"Citizenship in Boston." By Joseph B. Egan. Chicago: John C. Winston Company.

Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The following prizes for the current academic year have been announced by Harvard University: Mason Hammond, '25, of Nahant, Mass., receives two Bowdoin prizes for his translations into Attic Greek and into Latin. The other undergraduate is Walter T. Pattison, '25, of Wilmette, Ill., who is awarded the Susan Anthony Potter prize in Spanish literature for his essay dealing with the Spanish writing of the Golden Age. Two David A. Wells prizes in economics, awarded for theses on some subject within the field of economics and open to Harvard seniors and recent graduates of the university, are won by James W. Angell, '18, of New Haven, Conn., who received his master's degree at Harvard in 1921, and Robert G. Albion, A. M., Harvard, '20, of Portland, Me., who graduated from Bowdoin College in 1918. The Bowdoin prize for graduates for dissertations in Greek and Latin is awarded to William F. Smith '11, of Lexington, Mo., who secured his master's degree at Harvard in 1922.

The annual dinner given by the trustees of Tufts College to the seniors in all departments was held May 19, 1925. This dinner supplants the former practice of entertaining the seniors as guests at the Commencement dinner.

Professor Gregory P. Baxter, teacher of chemistry at Harvard since 1897, has been named Theodore William Richards professor of chemistry. This professorship has been established by Thomas W. Lamont, '92, and Professor Baxter, '96, is the first holder of it.

Mira is a well known star that appears to the naked eye as a mere speck of twinkling light. After years of effort, its diameter has been determined to be 250,000,000 miles. The equatorial diameter of the earth is 7,926.68. Therefore the diameter of this star is about 31,000 times that of the earth.

Robert Frost, the poet of New England, will go to Ann Arbor next fall as a permanent fellow in letters at Michigan University. He will have no regular classes or routine duties, but will lecture occasionally to large classes. His home will be the real scene of his teaching, where he will discuss with students who visit him not merely poetry and writing, but a wide range of subjects. He will be "a rallying point for poets on the sly."

Dr. John A. Ceconi, who had been for some years director of the bureau of communicable diseases in the Boston health department, was recently elected as director of medical inspection in the Boston public schools. He was graduated from the Tufts College Medical School in 1904.. From 1906 to 1913, he rendered distinguished service as a medical inspector in the Boston public schools. In 1913, he was called to the army medical service and held the rank of major when he was discharged in 1919.

A general circular lately issued by Superintendent M. G. Clark of Sioux City, Iowa, gives a significant account of principles and methods of class demonstrations, basing practice upon the procedure in the best medical clinics.

Rev. Charles F. Potter, pastor of the West Side Unitarian Church, New York, has resigned to become secretary of Antioch College.

Donations to the University of Chicago, the University of Illinois and Northwestern University during the last twelve months total $20,000,000, of which Northwestern University has received $8,000,000, most of it for the expansion of its downtown campus. The University of Illinois receives comparatively few private gifts. The State of Illinois has appropriated a biennial budget of $10,732,000, making this year's available fund about $5,366,000.

Miss Edith L. Bush, assistant professor of mathematics, will become Dean of Jackson College, the women's branch of Tufts College, next September.

Upward of 200,000 men and women have been served by Massachusetts University extension since the founding of this division of the State Department of Education in January, 1916. This announcement was made May 6 by James A. Moyer, the director. Of the total number, approximately 25,000 persons are enrolled in business courses; 18,000 in mechanical and electrical courses; 6,000 in mathematics courses; 20,000 in English courses; 15,000 in teacher-professional improvement courses; 10,000 in music and household art courses, and 21,000 in foreign language courses. Classes have been held in almost every city of the state of more than 10,000 population.

The executive secretary of the Harvard Alumni Endowment Fund Committee reports a total of pledges amounting to $13,987,631. Of this $12,695,830 has already been paid.

Two hundred representatives from every part of the state met at Atlanta, Georgia, May 7, to formulate plans for establishing a memorial college to Woodrow Wilson, who grew to manhood in Georgia. The city of Valdosta, where the college is to be located, has raised $500,000 toward the project. The financial campaign will now be carried on throughout the state and later throughout the nation. The college will specialize in the humanities, history, government, politics and other subjects in which President Wilson was interested. It is planned to take only three hundred men, selected by competitive examinations from all parts of the country. Instruction will be by the tutoring system. The plans are at present under a temporary board of trustees, but a permanent board will soon be constituted which will include nationally known and representative statesmen, educators and men of affairs.

The announcement has just been made by the secretary of the faculty of Amherst that the requirements for admission and for promotion have been increased. The grade for credit from the New York State regents examinations will be 70 instead of 65, after June, 1925. Students who wish to enter from other institutions of higher learning must have an average record of 70 or more. Students will not be permitted to return for their sophomore year unless they are free from conditions.

The student body of Mount Holyoke pledged itself to raise $50,000 in cash and pledges by commencement, June 9, to help complete the $3,000,000 endowment and building fund upon which the college is working. About $118,000 remains to be raised.

Appointments to fellowships for the current year in the American School of Classical Studies at Athens have been announced by Professor Samuel E. Bassett, University of Vermont, chairman of the committee on fellowships of the school. John Day, Ohio State University, '21, is named school fellow in archaeology; Oscar T. Broneer, University of California, '23, institute fellow in archaeology; and Alfred R. Bellinger, Yale, '17, fellow in the language, literature and history of ancient Greece. The fellowships, which are of $1,000 each and open to graduates of any college in the United States, are awarded on the basis of a competitive examination held each year in March.

The New England Federation of Harvard Clubs is arranging a summer meeting to be held August 14, 15 and 16, at Burlington, Vt., with headquarters at the University of Vermont.

Dr. John S. P. Tatlock, who has been professor of English Philosophy at Stanford University since 1915, will join the Harvard faculty in the English department next September.

The total budget of Columbia University for the year ending June 30, 1926, is $10,171,860.06 according to a statement of the president, Nicholas Murray Butler. The items for Columbia College are: $5,614,614.22 for educational administration and instruction; $689,134 for the maintenance and care of the buildings and grounds; $268,535.93 for the university libraries; $174,205 for the business administration of the corporation; $27,440 for annuities; $118,635.86 for taxes and other charges, and $416,879.58 for the debt service, including both interest and amortization payments. In addition to these amounts, the trustees of Teachers College have appropriated $2,287,846; the trustees of Barnard College $442,570.72, and the trustees of the College of Pharmacy $137,998.75, for their individual corporate purposes. According to the most recent available financial statistics compiled by the Bureau of the Census, twelve of the forty-eight states have budgets smaller than that of Columbia University.

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Louisiana won the Banner of the National Congress of Parent-Teacher Associations this year, because it has seventy clubs, 3,800 members, a gain of 273 per cent. in one year.

For the first time in the history of the Board of Education of Los Angeles, its officials have succeeded themselves in office without one change either in personnel or in committee arrangements. The last year's board went out of office, only to reappear almost instantly as the board for the coming year. The officers who were thus re-instated are: George A. Odell, president; John D. Beaman, chairman of financial committee; Arthur S. Bent, chairman of purchasing and distribution committee; Robert L. Burns, chairman of building committee; Mrs. Elysabeth L. Clark, chairman of teachers and schools committee; Frederick R. Feitshans, chairman of insurance committee, and Mrs. Lucia Macbeth, chairman of law and rules committee. And this is Los Angeles.

San Francisco teachers must live in San Francisco hereafter.

Dr. Karl F. Wetstone, president of University of Dubuque, is to eliminate semi-professional athletics from that institution.

The Commonwealth Fund, New York city, has selected twenty graduates of English universities to study and travel in the United States. There were 175 men and 41 women applicants. In the selection three are women.

The San Francisco Call says: "Great is imagination. It enables men to take the raw material of life and weave it and shape it and embroider it into something rich and strange and marvelous to contemplate."

O. J. Woodley, formerly president of Marshall College, Huntington, West Virginia, now prominent in educational affairs in Florida, is executive secretary of the Florida State Association, and editor of the State Journal of Education. His residence is Winter Park.

The Alumni of the University of Pennsylvania have a fund of more than $5,000,000 for University service.

Chicago principals and assistant superintendents are to be retired at seventy years of age, but on a good pension.

Yale received nearly $5,000,000 in the college year just closing.

Arthur Brisbane says: "The slowest thoroughbred horse can run faster than the fastest cart horse."

Baltimore and other cities paid teachers their July 3 salaries in mid-June that they might arrange for vacation. Common sense in school finance.

New York City high school enrollment has in twenty years gone from 19,220 to 112,819.

New York City uses half a million pounds of butter a day, or nearly 200,000,000 pounds a year.

In Macedonia, Iowa, one half of the women teachers have left teaching to be married this school year.

In 1924, New York State net income as per the United States International Revenue report was $4,870,000,000, Pennsylvania $2,741,000,000. California $1,714,000,000, Illinois $2,359,000,000. Massachusetts, $1,414,000,000; Texas, $629,967,000.

Dr. Rollo G. Reynolds, assistant Professor of Education of Teachers College, Columbia University, became Provost of Teachers' College on July 1.

One of the great functionings of the present educational activities is in the Playground and Boys' Camp development. Los Angeles alone is investing $6,000 in Playgrounds and Boys Camps, provided by a bond issue. This will perfect the equipment of the ten playgrounds already provided by the city, but will purchase fifteen new, large playgrounds. There are also several Mountain Camps, one of which provides for 350 boys at a time while others provide for 100, for 75 and 50 boys each.

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Miss Mercy Jean Hayes, of Detroit, formerly principal of the Hutchins Intermediate School of that city, has been elected Alumni trustee of Teachers College, Columbia University.

Dr. Harry Dexter Kitson has been appointed Professor of Education of Teachers' College, New York city.

The State University of California, co-operating with the State Federation of Labor, is to provide extension courses for laboring men and women by special adaptation to the need of various classes of working people.

Dr. Robert W. Wood, Johns Hopkins University, has discovered a process of welding chromium and other stubborn metals which have hitherto resisted all attempts to weld them.

New York City is to keep school grounds open until eight o'clock each evening as play space for children. The mayor is credited with this sensible achievement. Police, school authorities, teachers, custodians and private organizations are expected to co-operate in supervising these playgrounds.

19,000 persons killed and 450,000 injured by automobiles in the United States in 1924.

The Kentucky State Association took an heroic stand in favor of better provision in the state for the education of negro children.

G. L. Murray, of Crockett, Texas, says he has an income of a million dollars a year from his cotton crop. There are 12,000 acres of cotton. He proposes to increase it to 16,000 acres in 1926. He has no fear of the weevil, says cultivation and care will eliminate it.

The oranges and lemons of Southern Calfornia sell for $85,000,000 a year. The crop this year was near 17,000,000 boxes or near 2,000,000,000 oranges.

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MEETINGS TO BE HELD

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis.
Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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